

## MISD SCHOOL IMPROVEMENT PLAN 2011-2012

### Contextual Data:

- On the 2011 Educational Effectiveness Survey (ESS), 41% of MIHS staff feel that “instruction is personalized to meet the needs of each student”
- 41% of MIHS staff feel that “struggling students receive early intervention and remediation to acquire skills”
- 33% of staff feel that “teachers collaboratively plan lessons”
- 48% of staff feel that “assessment data is used to identify student needs and appropriate instructional intervention”
- 55% of staff feel that “This district uses assessments aligned to standards and instruction”
- 30% of staff feel that “common assessments are used to inform instruction”
- 45% of staff felt “we hold one another accountable for student learning”
- 46% of MIHS students indicate “my teachers tell me how I can improve to pass tests”
- 39% of students feel “my teachers make learning interesting”
- 38% of students feel “my teachers find other ways for me to learn things I find difficult”
- 52% of MIHS parents feel that “teachers in this school are dedicated to helping all students succeed”
- 27% of parents feel that “teachers accommodate my child’s special needs by adjusting instruction”
- 28% of parents feel that “struggling students receive early intervention and additional help at this school”
- 36% of MIHS staff that “we monitor the effectiveness of instructional interventions”
- 52% of staff “reflect upon instructional practice to inform our conversations about improvement”
- 26% of parents feel that “I am encouraged to collaborate with my child’s teachers about my child’s learning”
- A survey of teachers (n=60) to determine professional learning needs in relation to our focus on assessment and personalizing learning over the past three years indicated that Personalization of Learning (43), Differentiated Instruction and Assessment (41), and Formative Assessment (40) were most important to them.
- The 2010 MIHS Accreditation Site Team recommended “MIHS develop structures and accountability systems that allow for more collaboration between teachers. This time should be focused primarily on curriculum and instruction.”
- 22% of MIHS staff feel “data from peer observations leads to meaningful change in instructional practice”
- 33% of MIHS staff feels “our teachers engage in classroom-based professional development activities that focus on improving instruction.”